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Adventures in Reading, 31st Series

By

JANE CUTLER BAHNSEN



THE UNIVERSITY OF NORTH CAROLINA LIBRARY
CHAPEL HILL

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1957



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NORTH CAROLINA

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PROGRAM I

BOOKS FROM JAPAN

Americans have, since the war, become aware and appreciative as never before of Japanese culture. Architecture and design, motion picture, Kabuki drama, and literature of Japan are regarded as art forms much more than "quaint." History books teach that the interchange of ideas between America and Japan began in 1853 with Commodore Perry's official visit to the islands, but Professor Hisakazu Kaneko of Tokyo University has written a dramatic account of the humble Japanese fisher-boy who first softened his country's isolationism. *Manjiro, The Man Who Discovered America* is composed from a variety of documents: ships' logs, diaries, letters, newspapers, and government records, woven together with the author's own straightforward English prose. After a shipwreck fourteen-year-old Manjiro was taken to America on a New Bedford whaling vessel. He spent ten years in this country as the devoted foster son of the captain, observing the manners and customs, studying English, mathematics, and navigation, training as a seaman, even traveling to California in the gold rush. On his return to his native land Manjiro was detained by government officials for months of questioning on every detail of his experiences. Because of his affection for his American friends and his liberal ideas on international relations it was suspected that he might be a tool of the "foreign barbarians," and he was kept behind the scenes during negotiations with Commodore Perry. But the need for his knowledge became increasingly urgent, and mistrust gave way to expediency. Among his services to the Japanese government were the translation of an American book on navigation, the writing of *A Short Cut to English Conversation*, advice on the development of sea power, and supervision of a whaling enterprise. In 1860 he served as official interpreter and instructor in navigation on Japan's first goodwill mission to America. A brief reunion with his old Yankee friends concludes an amazing account of adventure, courage, and high endeavor.

Yukio Mishima's novel *The Sound of Waves* is one small bridge from East to West. It is concerned with the inhabitants of little Song Island, whose livelihood is in the sea: "a rippling field where, instead of waving heads of rice or wheat, the white and formless harvest of waves was forever swaying above the unrelieved blueness of a sensitive and yielding soil." The men

know every contour of the ocean floor where they lay their nets and lines and octopus pots; the women are trained from childhood in the difficult skill of diving for pearls and abalone. But these hardy people could not be more real to us if they were New England lobstermen, and their island home might not differ much from one off our eastern coast, except for the Yashiro shrine, the public baths, and the beach hut of the Young Men's Association. The love story of a boy and girl, hemmed in though it is with Oriental conventions, is touchingly familiar wherever hearts are young. Kimitake Hiraoka, who uses the pseudonym Yukio Mishima, is one of the outstanding literary figures of Japan today. At thirty-one he is the author of eight novels, four plays, and numerous lesser writings, all highly successful with intellectuals and the general public alike.

1. *When East Meets West*

Manjiro, The Man Who Discovered America, by Hisakazu Kaneko

Give a brief account of Manjiro's shipwreck and passage to America.

Describe his experiences in America, telling how he was received and treated. Speak of his education and his training in seamanship.

Describe the difficulties of returning to Japan; read interesting quotations from his testimony on American customs. Explain the attitude of officials toward foreign influences and their suspicion of Manjiro.

Describe the visits of Commodore Perry and their effect on Japanese policy.

Tell the main events of Manjiro's later life, mentioning the honors and tributes paid him. What do you think of him as a person? How much influence do you think he had on his countrymen?

Additional Reading:

The Japanese Nation, by J. F. Embree

Introduction to Japan, by Herschel Webb

Japan's Modern Century, by Hugh Borton

2. *Japanese Love Story*

The Sound of Waves, by Yukio Mishima

Describe the island and the occupations of the fishermen and divers.

Describe the Young Men's Association and other recreational activities.

In what ways do the people seem distinctly Oriental? What traits and ideas do they have in common with all humanity?

Outline the plot, pointing out the customs and social conventions involved.

Describe the trip to Kyoto.

Did you enjoy the book? Comment on its literary qualities. Read aloud some passages that you consider particularly well written. Does the book contribute to your understanding of the Japanese?

Additional Reading:

Daughters of Changing Japan, by E. H. Cressy

Daughter of the Pacific, by Yoko Matsuoka

The Broader Way, by Sumie Mishima

PROGRAM II

QUEEN VICTORIA'S CHILDREN

All the church bells in England rang peal after joyful peal on November 21st, 1840, to celebrate the birth of Victoria Adelaide Mary Louise, Princess Royal of Great Britain, the first child of Queen Victoria and Prince Albert, and the first heir born to a reigning Monarch in almost a hundred years. The princess, whose story is so movingly told by Richard Barkeley in his *Empress Frederick*, had a wonderfully secure and happy childhood and as she grew up, "all life and spirit, full of frolic and fun," the world must have seemed a delightful place to the "daughter of England." When she was seventeen Vicky was married to Prince Frederick of Prussia, a handsome, intelligent young man with social ideas far in advance of his time and his country. They were deeply in love, but in the years that followed the happiness of their marriage was almost the only comfort the Royal couple was to know. As soon as she arrived on German soil Vicky was made to feel an alien. Her gaiety, her unconventional ways, and her liberal views did not fit the Prussian pattern of womanly absorption in "children, church, and kitchen." Persecuted relentlessly by Bismark and his clique of reactionary politicians, alienated from her son, and distrusted by the people who called her scornfully, "the Englishwoman," Victoria was to reign for only three months by the side of her dying husband. Pursued even in her lonely widowhood by hatred and calumny, she has been called "the most sorrowful figure among the women who have occupied a modern throne."

In almost complete contrast to the life of the Empress Frederick is the career of her younger brother, as told by Virginia Cowles in *Gay Monarch*. Albert Edward had a miserable childhood. Since he was heir to the throne, his parents began when he was very young to force the lively little boy into a rigid, royal mold. He was never allowed to associate with other children, his days were spent in the care of tutors who were required to report regularly on his failings, and all his natural qualities—his curiosity, his happy, friendly spirit, and his social charm—were firmly if temporarily suppressed. At eighteen Bertie was sent off on a tour of the United States and Canada, and to the surprise of his parents their "stupid boy" was a dazzling success as ambassador of goodwill. The Gay Monarch of the future, whose greatest talent was to lie in making friends for himself and for his

country, had his first social success here. With his father's death and his marriage to Alexandra of Denmark, the Prince was free to set up his own household, and he was soon the center of a frivolous circle whose behavior scandalized the Queen and Victorian middle-class society. But the affable man who loved fast horses and beautiful women, rich food and a fine cigar, became his country's most skillful unofficial diplomat. And during his brief reign international friendships were cemented that were to serve Britain well when the first World War began four years after Edward's death.

1. *Tragic Empress*

The Empress Frederick, by Richard Barkeley

Sketch the characters of Queen Victoria and the Prince Consort; their devotion to each other; their ideas of child-training.

Describe Vicky's early girlhood and her marriage. Show how the pathos of her story is heightened by the fact that her girlhood was so happy and secure.

Discuss briefly the political and social background of Vicky's new country, and show how it was almost inevitable that she should remain an alien.

Describe the long struggle between the royal couple and Bismarck, and trace the history of Prussia during this period. Speculate on the difference to the world if Frederick had ascended the throne when he was a young man, and if his liberal ideas had prevailed.

Discuss Vicky's relations with her son, afterwards Kaiser William II.

Describe the brief reign of the Emperor Frederick and the Empress' final years.

Select a passage from the Foreword to read aloud.

Additional Reading:

Queen Victoria's Daughters, by E. F. Benson

Victoria of England, by Edith Sitwell

The Kaiser and His English Relations, by E. F. Benson

2. *The Merry Prince*

Gay Monarch, by Virginia Cowles

Contrast Albert Edward's childhood with that of his elder sister. Show the effects on his character of the severity and lack of affection from which he suffered in his youth.

Describe the social atmosphere of Victorian England, and the Prince's revolt against it.

Discuss Edward's role in making friends abroad, and speculate on the effect on our lives today of his diplomatic successes.

Sketch the Prince's relations with his mother and with his nephew, William II of Germany.

Discuss Edward's reign, and contrast the Edwardian with the Victorian era.

Tell several of your favorite anecdotes of King Edward. Do you see any of his qualities reflected in Queen Elizabeth or Princess Margaret?

Additional Reading:

The Edwardian Era, by André Maurois

The Glitter and the Gold, by Consuelo Balsan

Queen Victoria, by Lytton Strachey

PROGRAM III

WONDERS OF NATURE

The Drunken Forest has a catchy title, but nothing prosaic would befit a book so full of rollicking fun and exotic experience. The author, Gerald Durrell, and his wife spent six months of 1954 in Argentina and Paraguay collecting birds and small animals for zoos. That fact alone would attract a special class of reader, but an interest in the flora and fauna of South America is by no means required for a wholehearted enjoyment of the book. The "drunken forest" of the Gran Chaco, the Durrell's chief hunting ground, had a variety of tree which, for its strangely swollen shape, the natives called "the stick that is drunk." "Indeed, the whole landscape did look as though nature had organized an enormous bottle party." Catching the specimens is a small part of the adventure. The care and feeding were tests of ingenuity and patience, often rewarded with mutual love, and the author writes like an indulgent parent of the antics and problems of his charges. There was Eggbert, the baby giant screamer, who stalked butterflies but could never catch one for falling over his own feet; Pooh, the raccoon, an escape artist who solved anything less complicated than a padlock; Sarah Hugger-sack, the little anteater who draped herself like a scarf around her keeper's neck. Some of the human friends and helpers acquired along the way are equally memorable—especially Paula, the Paraguayan housekeeper, who screamed with terror at the arrival of each little animal, but herself terrorized the local chief of police. The author's sense of humor in no way detracts from the book as a piece of nature study, but adds a third dimension to the animal world of the armchair naturalist.

Diamond, "the spectacular story of earth's rarest treasure and man's greatest greed," is a thorough account of almost a century of discovery and exploitation of the diamond-fields of Africa. Equipped with an established skill in writing and a degree in mining engineering, Emily Hahn traveled to South and South-West Africa, Antwerp, Amsterdam, and London to gather her material in first-hand observation and interview. She describes Kimberly and the mining methods, from the primitive surface digging, with its fascination that can become an addiction, to the modern underground techniques, by which four tons of "blue ground" are methodically processed to yield one carat of diamond. She tells the story of the people in the African diamonds' history:

the Boer boy who picked up a "pretty pebble," the diggers who swarmed from all over the world, Cecil Rhodes and Barney Barnato who struggled to build a financial empire, and Sir Ernest Oppenheimer who carried their dream to its greatest fulfillment in the complex DeBeers organization. As for the diamonds themselves, they are presented in all their variations of size and shape and color, and in their path from the mines to the sorting tables to the cutters to the traders. History and technology are interwoven with legend and mystery in a book of wide general interest.

1. *Collector's Items*

The Drunken Forest, by Gerald Durrell

Tell something about the author as a naturalist and as a writer, mentioning his other books.

Give an account of the expedition to South America; of the problems that arose and how they were solved; of the difficulties of the return home.

Describe some of the animals and tell how they were cared for. Show the illustrations.

Tell about some of the South Americans in the book.

Illustrate the author's sense of humor by telling or reading an anecdote or characterization.

Read the description of the forest or of a landscape.

Additional Reading:

The Bafut Beagles, by Gerald Durrell

Grandmother Drives South, by Constance Henley

The Overloaded Ark, by Gerald Durrell

2. "Earth's Rarest Treasure"

Diamond, by Emily Hahn

Relate the early history of discovery and the search for diamonds in South Africa; describe the diggers and their work.

Tell about the founding and growth of DeBeers; give character sketches of Rhodes, Barnato, and the Oppenheims.

Describe some of the operations in the diamond industry, such as mining, sorting, and cutting; mention the manufacture of diamonds.

Describe some of the characteristics of diamonds, pointing out factors that determine their value; tell the importance of industrial use.

Tell the history of some of the most famous diamonds.

Tell something about the recent developments in South-West Africa.

Additional Reading:

Up the Mazaruni for Diamonds, by W. J. LaVarre

Cecil Rhodes, by André Maurois

PROGRAM IV

ON STAGE

The story of Joan of Arc, the peasant girl who saved France, the saint who was burned as a witch, has been told many times, explained in many ways. George Bernard Shaw's Saint Joan was a hearty, earthy peasant girl, while the Joan of Jean Anouilh's *The Lark* is the very spirit of youth, with a child's gaiety, honesty and reckless courage. She is not "the cornered animal caught at Rouen, but the lark singing in the open sky," captured and destroyed at last by blind and heartless men. We see her first sitting pale and still, surrounded by her judges, her family, the King, and his courtiers. Then the scene dissolves, and within the framework of her trial the episodes of her short life are played out. We see her terror at first hearing her voices and her joy when she first sees Saint Michael. She wins the confidence of the poor, weak Dauphin and rallies the demoralized French army. "The girl was a lark in the skies of France, high over the heads of her soldiers, singing a joyous, crazy song of courage. There she was, outlined against the sun, a target for everybody to shoot at, flying straight and happy into battle." Taken at last by the English, abandoned by the King, she is brought to trial, and her earthly life ends at the stake. But in the final scene Joan's "happiest day" is enacted, the coronation of the Dauphin in the Cathedral at Rheims. As Henry Hewes says in *The Saturday Review*, "The true end of Joan of Arc is not martyrdom . . . but her moment of glory in saving France."

Almost fifty years ago Bernard Shaw took the Greek myth about Pygmalion and made of it a brilliantly funny social satire. His Pygmalion was a snobbish professor of phonetics, his Galatea a ragged Cockney flower girl, snatched from the grime and trampled violets of Covent Garden and transformed into a grand lady. As almost everybody knows by this time, Shaw's play has been fashioned by Alan Jay Lerner and Frederick Loewe into *My Fair Lady*, an enchanting musical comedy that is almost as delightful to read as to see. The remaking of Eliza, who is taught to dress and to behave like a Duchess and to speak English with a precise elegance that perhaps few Duchesses achieve, is not accomplished without a struggle. Taken to Ascot, exquisitely dressed and looking remarkably distinguished, she forgets her new role in the excitement of the race and horrifies the ladies and gentlemen in the club tent with a bit of fine Cockney vulgar-

ity. At the Embassy ball, however, after a few more weeks of rigid training, Eliza is superb. Professor Higgins, whose experiment has been so sensationally successful, has never suspected that he may be falling in love with his pupil:

"I was serenely independent and content before we met;
Surely I could always be that way again—and yet
I've grown accustomed to her looks;
Accustomed to her voice;
Accustomed to her face."

1. *L'Alouette*

The Lark, by Jean Anouilh

Read Shaw's *Saint Joan* and compare the two plays. Which do you consider superior as literature; as drama? Why?

Describe the stage setting for *The Lark*, and discuss the use of music.

Discuss the secondary characters that you find most interesting: Warwick, Cauchon, the Dauphin, the Inquisitor, etc. Are there significant differences in Shaw's and Anouilh's interpretations of the motives and actions of these men?

Sketch the action of the play, reading aloud the passages you find most dramatic or most moving.

Discuss Julie Harris, her career as an actress and her portrayal of Joan of Arc.

Additional Reading:

Saint Joan, by George Bernard Shaw

Any good biography of Joan of Arc

2. *The New Galatea*

My Fair Lady, by Alan Jay Lerner

Read Shaw's *Pygmalion*, with special attention to the author's Preface. Comment on any significant changes that were made in adapting *My Fair Lady* for musical comedy.

Describe the stage setting for *My Fair Lady*, and tell something about Cecil Beaton and the costumes he designed for the play.

Discuss Julie Andrews; her life, her brief career, and her performance in this play.

Describe the principal characters, reading aloud passages of dialogue or lyrics that portray them.

Sketch the plot, reading aloud your favorite passages.

If possible, play recordings of *My Fair Lady* music.

Additional Reading:

Pygmalion, by George Bernard Shaw

The Glass of Fashion, by Cecil Beaton

PROGRAM V

OFF STAGE

Theater people on stage belong to the world, but there are hours of each day when they belong to themselves. Margaret Case Harriman invaded their private lives when she got herself born at New York's Algonquin Hotel, the 44th Street refuge of theater and literary folk since the early 1900's. Her sprightly memoirs, *Blessed Are the Debonair*, recall the period when Elsie Janis, the Barrymores, and Ann Pennington were among the brightest lights of Broadway and when Alexander Woolcott presided at the Round Table luncheons. Her father, Frank Case, was manager and later owner of the Algonquin. Her devotion is reflected in her charming portrait of him mingling with his guests—the most debonair of them all. But Elsie Janis fed her hot chocolate and tucked her into bed, John Barrymore kept a watchful eye on her adolescent crushes, and the Marx brothers trimmed her Christmas tree. The gay spirits of the Algonquin habitués spread to the Sag Harbor summer home of the Case family where many a weekend saw a witty array of visitors at the dinner-table, including Douglas Fairbanks who could flex his muscles even if he couldn't keep up with sparkling repartee. The author grew up into a stimulating career as drama editor of *Vanity Fair*, whose Frank Crowninshield is an important figure in her story. Later she wrote *New Yorker* "Profiles" under the guidance of Harold Ross, drawing successfully on her knowledge of people and the times. In this book she has written a sharp, clear "Profile" of personages in a golden age.

Not far from Broadway in recent times was one room that became a nerve center of the theatrical world, where one man, paralyzed and blind, touched and guided the sensitive natures of a host of gifted friends. At his own request the strange and awe-inspiring story of Edward Sheldon was not revealed during the last twenty years of his life, but after his death in 1946 Eric Wolcott Barnes began to assemble the memories and old letters that were gladly offered in tribute to a brilliant mind and a great and noble heart. The first chapters of *The Man Who Lived Twice* present a vigorous Ned Sheldon, son of a railroad magnate, an outstanding Harvard man, a Broadway success in his early twenties. He wrote *Salvation Nell*, one of Mrs. Fiske's greatest triumphs; and for his beloved Doris Keane he wrote *Romance*, a play that was applauded around the world. More sudden than

his success, however, was the severe arthritis that made him physically helpless soon after he was thirty. There were times, then, of blackest despair, until his new life opened to him on a plane of intellectual—almost metaphysical—relationship with an ever-growing circle of people who brought him their problems, personal and professional. The accomplishments of this second life can be measured, not in box-office returns and royalties, but in the love and homage of a generation of actors, producers, and writers.

1. *Daughter of the Algonquin*

Blessed Are the Debonair, by Margaret Case Harriman

Describe the appearance and "atmosphere" of the Hotel Algonquin.

Give a character sketch of Frank Case, showing how he was particularly fitted for his position. Tell some of his problems as hotel manager and the manner in which he met them.

Describe Margaret's childhood and her associations with the guests. Describe the Sag Harbor summers.

Give a sketch of Mrs. Harriman's career, including some of her experiences with *Vanity Fair* and the *New Yorker*.

Tell or read a few of your favorite anecdotes.

Additional Reading:

Tales of a Wayward Inn, by Frank Case

The Vicious Circle, by Margaret Case Harriman

2. *The Lights Go Down*

The Man Who Lived Twice, by Eric Barnes

Give an account of Edward Sheldon's family background, education, and early career. Tell about some of his successes and his influence on the theater before his illness.

Sketch briefly the stages of his illness, showing how his care and surroundings were adapted to his condition.

Recount Anne Lindbergh's impressions of a visit to him; read excerpts of her chapter.

Describe the nature and extent of his help to other people. Give examples. Mention his influence on John Barrymore.

Read passages that indicate his friends' affection and gratitude.

Additional Reading:

Theatre, by E. J. R. Isaacs

Romance, by Edward Sheldon

PROGRAM VI

ARMS AND THE MAN

In his military plans, General Robert E. Lee considered not only terrain and lines of supply but the leadership and capabilities of each unit under his command and the habits and temperament of whatever Union general he faced. A century later, an understanding of the Civil War requires a knowledge of the men who took part in it and of the human factor in strategy, victory, and defeat. In *Gray Fox*, Burke Davis compiled a documentary record of Lee's life during the war years, between the two moments of soul-searching decision, at Arlington in 1861 and at Appomattox in 1865. There are the bold thrust north to Gettysburg, the evasive maneuvers through the heart of Virginia, the stand of thin lines at Petersburg, and the final courageous effort to save the last supply lines. Mr. Davis has made a careful selection of such source material as Lee's letters to his wife, reports to President Davis, military orders, conversations heard and remembered, and descriptions by newspaper correspondents at the front. He has connected them smoothly with his own concise account of historical events and circumstances to fashion a well-rounded narrative of the war in Virginia, from which there emerges its greatest figure. Lee's relationships with his generals, his government, and his soldiers show clearly in the record, as does the amazing character of the man who loved peace and humanity so deeply yet fought a war so brilliantly.

A parallel on another plane is the intimate account of the war years in the lives of common soldiers. *Rebel Boast*, recalling the slogan of the North Carolinians, "First at Bethel, farthest at Gettysburg, and last at Appomattox," reaches to the very heart of the army that followed Lee into Pennsylvania and fought over the battlefields of Maryland and Virginia. Manly Wade Wellman has adroitly pieced together letters and diaries, chiefly of five men who were kinfolk from Enfield, N. C. As members of the Enfield Blues they joined North Carolina's First Volunteer Regiment in April of 1861, saw action at Bethel Church in the first man-to-man engagement of the Civil War, and steadfastly served through some of the war's bitterest campaigns with Company D of the 43rd North Carolina Regiment, whose weary survivors took part in the final charge at Appomattox. Their own words tell with simple eloquence the soldier's age-old story: homesickness, the tedium of inactivity, wearisome drill and marches ("I never

before knew what soldiering was"); they dwell on thoughts of family, sweethearts, and home-cooking ("You all must eat enough for me"); they tell their home-folks about the battles ("We *cannot* be whipped"), of how a friend fought well and how another friend died. They are able to say with authority what the war is because they are there in the midst of it. And the war shows what they, and thousands like them, were in their quiet and courageous acceptance of hardship and duty.

1. *The General*

Gray Fox, by Burke Davis

Tell something about the author and his other works.

Describe Lee's method of leadership. Mention the generals under his command and his relationships with them. Describe the soldiers' feelings for him.

Illustrate Lee's generalship with an account of some of the maneuvers or campaigns. Describe some of the difficulties he faced, such as shortage of supplies and overwhelming numbers of the enemy.

Explain the author's choice of title. Do you feel that it is justified?

Additional Reading:

Lady of Arlington, by Harnett Kane

Lee's Lieutenants, by D. S. Freeman

Robert E. Lee, by E. S. Miers

2. *The Soldier*

Rebel Boast, by Manly Wade Wellman

Give a brief sketch of the author; tell how he assembled his material for this book.

Describe the principal figures, telling something of their backgrounds, their reactions to wartime life, and their war experiences. Read passages from their diaries and letters that best illustrate their personalities.

Describe some scenes that show most vividly what war was like to them—in camp and in battle.

Tell about their thoughts of people at home, of one another, and of General Lee.

Additional Reading:

Ersatz in the Confederacy, by M. E. Massey

Diary from Dixie, by M. B. Chesnut

Heroines of Dixie, by Katherine Jones

Life of Johnny Reb, by B. I. Wiley

PROGRAM VII

YANKEE ISLANDERS

Of Whales and Women, of Quakers and cannibals, of the dozen Gilbreths and of South Sea mutineers—of these Frank Gilbreth, Jr., has woven a colorful “popular history” of Nantucket Island. In 1918 when there were only eight Gilbreth children, their father bought two lighthouses and a lightkeeper’s toolshed on a Nantucket beach. During many summers there the family participated in all possible activities indigenous to the island: hunting for Indian relics, sailing catboats, even “trying out” the miniature whale known as blackfish. Between times Frank, Jr., has listened to the islanders’ anecdotes, read old logs, diaries, and letters, as well as a number of secondary sources, and pieced together an entertaining account of the sturdy, thrifty Quakers, their resourceful womenfolk and their fearless seamen. He tells how this close-knit clan, in their pursuit of the whale, first charted the Gulf Stream, rounded the Horn, and explored the Pacific, reaching islands as bizarre and barbaric as their own was sombre and sedate. The end of the whale-oil boom and the waning of the Quaker influence brought changes in the way of life but not in the fundamental character of the islanders, and Nantucket’s prosperity has been restored by the summer visitors and “trippers.” Against the present-day background, the author describes the activities and adventures of the Gilbreths—as individualistic and enterprising a tribe as the early whalers.

An island off the coast of Maine, setting of Ruth Moore’s novel *Speak to the Winds*, bears little similarity to Mr. Gilbreth’s version of Nantucket: a case of realistic fiction being less strange than Nantucket’s truth. But *Speak to the Winds* is full of the truth of human nature, earth, sky, and sea, and this is ample for the skillful creation of an absorbing work of fiction. Even with its “summer visitors,” Chin Island has not prospered in the two or three generations since its heyday in the granite industry. Granite, like whale-oil, has been supplanted by cheaper substitutes, and the life of the inhabitants is a grim struggle for existence, against the elements, against one another, against despair. They are a conglomerate society, more American than New England, with Scottish and Southern European nationalities in their ancestry. There are no bold adventurers or forceful leaders among them, but the hardness of the granite, the violence of the storms, and the stubbornness of the tides seem to have grown

into their personalities. During the winter months when there is little work that can be done and tensions have time to grow, a series of misunderstandings and mischance pyramid into a complex feud of neighbor against neighbor and brother against brother. There is no real villain, however, and heroism and humility bring peace. As vivid as this novel's characters are the landscape, the storms, the change of seasons, and the sights and sounds of village life. Miss Moore has achieved a fine balance of background, characterization, incident, and mood.

1. *From Sea to Sea*

Of Whales and Women, by Frank B. Gilbreth, Jr.

Give a résumé of the history of Nantucket Island, pointing out the importance of the Quaker influence and the whaling industry.

Describe the Quakers' life at home and at sea, pointing out the contrasts.

Describe two or three of the people who most clearly illustrate the individualism of the islanders.

Describe Nantucket Island as it is today.

Tell something about the Gilbreth family and their Nantucket activities.

Additional Reading:

Nantucket Landfall, by Dorothy A. Blanchard

Yankee Whalers in the South Seas, by A. B. C. Whipple

Nantucket; a Photographic Sketchbook, by Samuel Chamberlain

Nantucket, the Far-away Island, by William Oliver Stevens

2. *Microcosm of the World*

Speak to the Winds, by Ruth Moore

Describe Chin Island and tell about its early settlers. Choose one or two descriptive passages to read.

Describe the way of life of the islanders and their social and economic conditions. What various effects did their situation on the island seem to have on their characters?

Explain how the feud began and grew, describing some of the most vivid personalities involved.

Tell something about the author and her other books.

Additional Reading:

Yankee Coast, by Robert P. Tristram Coffin

Along the Maine Coast, by Dorothy Mitchell

Coast of Maine, by Louise D. Rich

Candlemas Bay, by Ruth Moore

PROGRAM VIII

FAMILY CHRONICLES

Three beautiful girls and their charmingly irresponsible brother grew up in the Bond Street mansion of a New York banker in the 1830's, but their marriages and careers led them into widely different surroundings and experiences. In *Three Saints and a Sinner*, Louise Tharp has written another multiple biography of people concerned in the early growth of American culture: Julia, Louisa, Annie, and Sam Ward. Pretty, petite, red-haired Julia was wooed away from New York's gay social life by Dr. Samuel Gridley Howe, paragon of Boston reformers. Any thought the clever and energetic Julia had of working beside him to free slaves and establish women's rights was discouraged by her husband, who held her in virtual slavery to his own domestic tyranny. Nevertheless, she won immortality with her "Battle Hymn of the Republic," and in the thirty-three years of her widowhood she earned fame and a good living with writings and lectures. Sam Ward lost and made several fortunes, but his life was full of adventure, good living, and gay company, whether he was mining gold in California or promoting his interests with lavish dinner parties in Washington. Beautiful Louisa married Thomas Crawford, the sculptor, and spent most of her life in the American artists' colony in Rome. Their son, Francis Marion, became the prolific writer of best-selling novels. Gentle Annie, Longfellow's "maiden with the meek brown eyes," won the heart of Joseph Bonaparte's grandson, Adolph Mailliard. She managed equally well the princely Bonaparte estate at Bordentown, New Jersey, and the California ranch where her husband established his racing stables after the Civil War. Thus a richly colored panorama of nineteenth century America emerges from the story of one of its most distinguished families, whose lives were touched by every important thought and movement of their time.

All the elements of tragic drama are present in the lives of three people whose destiny carried them into the limelight of the nation's most critical period but whose flaws of character brought them failure, disillusionment, and disgrace. Each was a stepping-stone in the others' paths to power and glory, and each was a factor in the downfall of the others. This plot of Shakespearean dimensions is actually the well-documented biography, *So Fell the Angels*, by Thomas and Marva Belden. Salmon P. Chase rose

to a cabinet post and the Chief Justice's seat in the Supreme Court, but he was a politician who stooped to compromise and hypocrisy in his overwhelming desire to become President. Self-righteousness stilled his New England conscience but left him a pompous, humorless victim to more adroit statesmen. His beloved daughter Kate appeared to be one of his greatest assets. She was beautiful and witty, and as her father's hostess she was a brilliant figure in Washington society. Her ambition was linked to his, and her loveless marriage to one of the wealthiest men in the country was all her father needed to free him from shady financial entanglements and ease his way to the White House, where she schemed to take Mrs. Lincoln's place. Her husband, William Sprague IV, a senator whose cotton empire was threatened when Southern ports were closed, sought the daughter of the Secretary of the Treasury as a shield to his blockade-running intrigues. A poetic justice, not always to be counted on in history, was the ultimate payment for the pride, ambition, and greed of three otherwise gifted people.

1. *The Wards of New York*

Three Saints and a Sinner, by Louise Hall Tharp

Tell something about the author and her earlier writings.

Describe the New York background, the Bond Street mansion, and family life of the young Wards; describe their education, social life, courtships, and weddings.

Give a character sketch of Dr. Howe, listing his activities and interests. Show how Julia adjusted herself to the difficult marriage.

In what ways did social and historical developments of the century affect the lives and careers of the main characters? Discuss their contributions to the cultural and social growth of America. Speak in some detail of a few examples.

Choose two or three phases of the book to describe, such as the Crawfords' life in Rome, the Mailliard family and Bordentown, Sam's enterprises, Julia's "Battle Hymn of the Republic."

Additional Reading:

The Peabody Sisters of Salem, by Louise Tharp

The Flowering of New England, by Van Wyck Brooks

Mrs. Longfellow: Selected Letters, edited by Edward Wagenknecht

2. *The Journey Down*

So Fell the Angels, by Thomas and Marva Belden

Sketch the life and character of Salmon P. Chase. Describe his childhood and education. Show the steps by which he rose to prominence.

Describe Kate, her position in society, and her devotion to her father.

Describe Washington society life during the Civil War and Reconstruction; describe Canonchet.

Describe and characterize William Sprague.

Discuss Chase's activities as Secretary of the Treasury and his maneuvers toward the Presidency. Describe his part in the impeachment trial of President Johnson.

Additional Reading:

Love Is Eternal, by Irving Stone

Proud Kate, by Ishbel Ross

PROGRAM IX

FAMILIES APART

Bonds that hold a family together and forces that pull it apart compose the theme of Rebecca West's *The Fountain Overflows*. The toys the father carves for his children at Christmas are their dearest possessions, but his indiscretions keep the family constantly on the verge of bankruptcy and estranged from the better-dressed middle-class society around them. The mother, a concert pianist before her marriage, enriches the children's lives with love of music, so much so that their hours of practicing are precious to them, and their dreams of professional careers promise a future security for all the family. However, the fierce ambition to excel as a violinist is disastrous to the oldest child, whose ability goes no further than technical skill and who therefore suffers the contempt of her sisters and the pity of her mother. The story is told through the sharp observations of Rose, one of the four genius-touched children. With an Alice-in-Wonderland candor she describes the modes and manners of London in the early years of the nineteenth century: the elaborate hats and swishing skirts, the Edwardian furniture, the class consciousness, the sentimentality. With youthful honesty and intuitive perception Rose detects the essence of character and motivation of the people around her. This novel, by one of the most distinguished writers of our time, is the first of a trilogy.

Another family, set apart not by its eccentricities but by the rigid conventions of a centuries-old society, is the subject of a tenderly ironic French novel, *The Aristocrats*, by Michel de Saint Pierre. In the rapidly changing world of the 1950's, how is the anachronism of the nobility to be preserved—let alone justified? The Marquis de Maubrun struggles to maintain his ancient Burgundian chateau, where carpets and tapestries are threadbare and the masonry of the moat is crumbling, where the tenant farmer seems prosperous in contrast to the debt-ridden lord of the manor. The chateau is the tangible symbol of a way of life and code of behavior by which the aristocracy, "a little army of fine names marching down the highway of tradition," distinguishes itself. ("When France has lost these people she will be dead," says the Marquis.) But more than the chateau is giving way to time and change when the children of the Marquis weigh the value of their heritage against the price they must pay in personal freedom. The love of his daughter for a charming "prince" of questionable

title precipitates the conflict between the autocratic principles of the father and the more liberal ideas of the younger generation. However anachronistic the world of these aristocrats may be, it is convincingly and picturesquely described. Its people are charming, intelligent and delightfully human. The translation by Geoffrey Sainsbury is smooth and graceful.

1. *The Touch of Genius*

The Fountain Overflows, by Rebecca West

Give a brief discussion of the author's life and her earlier works.

Discuss the modes and manners of Edwardian England as brought out in the novel.

Characterize the members of the family, describing their sympathies and conflicts with one another.

Recount one of the major incidents in the novel, including descriptions of the people or the places involved.

Select a passage or two to read aloud to illustrate the author's style and her narrative skill.

Do the characters seem real to you? Why? Do you agree with the review in *Time*, December 17, 1956, that the dialogue is "unnatural"? Illustrate by reading several selections.

Additional Reading:

The Glass of Fashion, by Cecil Beaton

Period Piece, by Gwen Raverat

2. *Old Ways and New*

The Aristocrats, by Michel de Saint Pierre

Trace the history of the Maubrun family and discuss the role of the Royalists in modern-day France.

Describe the chateau; its furnishings, the pageantry and problems of life there, the life of the surrounding country.

Discuss the Marquis; his character, his position as head of the family, his standards of conduct.

Show how the children are affected by their father's devotion to tradition.

Tell a little about the author and his place in modern French literature.

Additional Reading:

Half-Crown House, by Helen Ashton

The Soft Skies of France, by Samuel Chamberlain

PROGRAM X

HOME AWAY FROM HOME

Typical Americans may be at once concerned with what the rest of the world thinks about them and sure that their "way of life" is the panacea for the ills of the world. What some qualified British observers actually think about them and their Americanisms is forthrightly told in *Cousins and Strangers*, in which the editor, Samuel Gorley Putt, has collected excerpts from the informal reports of Fellows of the Commonwealth Fund. The writers are graduates of British universities, specialists in many fields of knowledge, who were selected for a year or two of study and travel in the United States during the years 1946-1952. Besides pursuing their particular researches on campuses throughout the nation, they kept eyes open to their surroundings and ears open to their hosts. They visited city and village and farm, country store and gas station, church and school and courthouse, discovering that a great deal of territory lies between New York and Hollywood. They talked to the farmer, the taxi-driver, and the policeman, and some followed closely the 1952 political campaigns. In their effort to see America in true perspective they often measured its culture against their own, but the differences, they discovered, are likely to be natural outgrowths of history and geography. They saw how space and pioneering and immigration changed the pattern of the Old World, and their question changed from "Why don't you do it *our* way?" to "Why do you do it *this* way?" The answers they found are given with the disarming frankness and the proprietary admiration to which only one's kinfolk are entitled.

How one young American put her "way of life" farthest from her mind and made a second home for herself on the other side of the world is told in *At Home in India*, by Cynthia Bowles, daughter of Chester Bowles, who was appointed United States Ambassador to India in 1951. She regretfully left behind her the secure and familiar patterns of American high school life, but with the rebounding energy and curiosity of youth she set about absorbing all the knowledge she could from her new surroundings. Soon she was attending an Indian school on the outskirts of New Delhi, where she learned much from the unfamiliar course of study and from her new friends among the Indian girls, going to matinees with them and visiting in their homes. She spent her summer at volunteer work in a children's hospital

in Delhi. Dressed in the local costume of tunic and pajama trousers, she attracted considerable attention as she rode her bicycle through the heart of the city morning and evening, but she was much too absorbed in the street scenes about her to mind. She found her richest experiences, however, in accompanying a public health worker to village communities, where she saw not just poverty and hopelessness but also the strength and courage of a people working to solve their own problems. She brought back from India a love founded on shared experiences and left behind, no doubt, a warm appreciation that will welcome her return in future years.

1. "To See Ourselves as Others See Us"

Cousins and Strangers, edited by S. Gorley Putt

Tell about the Commonwealth Fund, its donor, its purposes. Describe the studies and activities of the Fellows.

Describe the attitudes and opinions of some of the Fellows when they first came to the United States. Tell what changed their feelings.

Read or summarize the remarks on some aspects of American culture: election campaigns, public schools, local government, religion, or whatever particularly interests your group.

Comment on the discussions of "conformity" in American society. Are they justified?

Do you think the Commonwealth Fund accomplishes a good purpose?

Additional Reading:

Democracy in America, by Alexis deTocqueville

Domestic Manners of the Americans, by Frances Trollope

One Man's America, by Alistair Cooke

2. *Ambassador's Daughter*

At Home in India, by Cynthia Bowles

Give a biographical sketch of Chester Bowles, with particular comments on his post in India. Tell about other members of the family.

Describe Cynthia's feelings before departure. Tell her first impressions.

Give the reasons behind the choice of a school. Describe the school, the curriculum, the teachers, and the students, bringing out the contrasts to American schools. Tell also about Santiniketan University, its teachings, and the dormitory life.

Describe New Delhi as Miss Bowles saw it. Describe her work in the hospital. Showing the illustrations, tell about her friends and activities.

Tell some of her experiences in the villages. Read passages to illustrate her impressions and reactions.

Describe her feelings on leaving, her objectives for the future, and what she has been doing since returning to the United States.

Additional Reading:

Ambassador's Report, by Chester Bowles

Golden Interlude, by Janet Dunbar

Home to India, by Santha Ramu Rau

India and the Awakening East, by Eleanor Roosevelt

PROGRAM XI

THE CIVILIAN'S WAR

In the great holocaust of World War II, the derangement of the civilian's life was so taken for granted as to receive little attention. *Beowulf* is a candid picture of some ordinary Londoners at home during the Blitz. The author, Winifred Macpherson, who writes under the pseudonym of Bryher, is known for her ability to recover the mood and tempo of a given period, and in this novel she has done exactly that with the war from the little people's point of view. She has recreated, not the playing-fields-of-Eton Britishers, but those who tended tea-shops and typewriters, and some who suffered the burden of uselessness and had nothing to give but a quiet endurance of a world gone awry. They held to their memories and dreams and faced the uncertainties of the future while the shadow of war darkened their whole present existence. They worried, grumbled, joked, and philosophized as they baked their tea-cakes with powdered eggs, rode their buses through debris-laden streets, and packed their blankets before the evening alert. The minute details of their activities might seem insignificant in the earth-shaking Battle of Britain, except that it was these people on whom the bombs were falling, these who saw themselves in the symbol of their plaster bulldog: "We don't leave go, whatever happens."

The end of the war brought no quick solution to the tangle of some people's lives. How four young Hollanders made their way home from a Nazi prison in eastern Germany is vividly told by one of them, Henriette Roosenburg, in *The Walls Came Tumbling Down*. Thirty-year-old Nell, who had been a Boy Scout leader, and Yoka, who was barely out of high school, had known the author when they worked together helping allied pilots escape and they were joined on the night of liberation by Dries, a countryman released from the men's prison. They had all been held for months under sentence of death, half-starved on a diet of thin soup and hard bread, when Russian soldiers suddenly arrived to free them. It was a confused, disorganized world into which they were liberated. They were freed—but not free, because Russian sentries blocked the roads out of town. Their prison was unguarded and they could wander through the town to loot and barter for food, but they returned to their cells to sleep. Realizing that there was no plan to send them to their homes directly, they gathered a few supplies and set out on foot to slip past the

sentries and try to reach a town held by the western armies. Their journey took them through a series of fantastic situations: a German castle where the air of gentility made them suddenly conscious of their table manners, the cozy Dutch kitchen on an immobilized river-barge where they enjoyed schnapps and memories of home, and the gypsy-like encampment of a horde of displaced persons from every country of Europe. Amid their hardships and dangers they found again the simple joys of living—sunshine, fresh eggs, baths, camaraderie—and at last experienced the keen joy of returning to homes and families whose very survival had been uncertain.

1. "*There'll always be an England*"

Beowulf, by Bryher

Talk briefly about the author and her earlier works.

Sketch some of the characters, reading selections to illustrate their personalities or problems.

Show some of the ways in which the war affected their lives, the security and comfort they had lost, the future they looked forward to.

What did *Beowulf* represent to these people? What were their reactions to him?

Describe the wartime appearance of London.

Describe the bomb shelter, the routine of preparations for the night, the activities and reactions of the occupants.

Tell something of the extent and effects of the bombing of London; of the endurance and courage of the civilians.

Additional Reading:

Their Finest Hour, by Allan Michie and Walter Graebner

This Is London, by Edward R. Murrow

Ernie Pyle in England, by Ernest Pyle

2. *Odyssey*, 1945

The Walls Came Tumbling Down, by Henriette Roosenburg

Describe the author and her companions, including their backgrounds. Tell something about Dutch underground activities under Nazi occupation, and the part these people had taken.

Tell some of their prison experiences; describe the events of the night they were released: rumors, confusion, hysteria, plundering.

Describe some of the people they met and the places they stopped. What were some reactions they observed in Russians and Germans?

Point out the uncertainties that continuously faced them and the dangers surrounding them.

Tell what you can of the author's life since her return home.

Additional Reading:

Diary of a Young Girl, by Anne Frank

The Hunters and the Hunted, by Ivan Bahriany

PROGRAM XII

IN MARBLE HALLS

Mansions and palaces are well-known in literature and drama, but how they are administered is usually concealed to preserve the effect of untroubled elegance. Footmen in the highest circles powder their hair and wear distinctive liveries, not merely to add to the pageantry, but also to lose their identities in the magnificent background. Onetime royal footman Frederick John Gorst was a part of this background for the English aristocracy in the years before the first World War. In his memoirs, *Of Carriages and Kings*, he recalls vividly the sumptuous banquets and balls, the elaborate décor, and the fashions and manners of lords and ladies of the Edwardian era. He describes the day-to-day routine required in the great households, explaining the division of duties, the relationship between employer and employee, and the social distinctions within the staff of servants. From counterboy at the age of twelve in a Liverpool pub, he rose in station to page boy in a seminary, junior footman in the manor house of a country squire, traveling footman to the beautiful Lady Howard, and eventually Royal Footman to the Duke and Duchess of Portland. The Duke ranked high in the court of King Edward VII as Master of the Horse, and his footmen were on call for state functions. Gorst himself rode on the back of a carriage in the great procession at the marriage of Princess Margaret and waited on table at the wedding breakfast in Windsor Castle. Half a century has not dimmed his memory as he relives his part in an age of splendor.

"What a fascinating job you have, Tish," said an American visitor to Letitia Baldrige, social secretary to Ambassador Clare Boothe Luce, as she circulated among the sixty guests at a dinner party in the Embassy garden. The candle light, soft music, and distinguished company made a scene of beauty and luxury, but the operations involved in producing the scene were stupendous. Miss Baldrige, who describes in *Roman Candle* her three years at the United States Embassy in Rome, was head of the large staff of the Luces' residence, the Villa Taverna, a sixteenth century mansion complete with fountain, baroque gardens, marble staircases, and catacombs. Besides overseeing preparations for elaborate parties, Tish was kept busy answering piles of unofficial letters, guiding American tourists through the villa, parrying reporters' questions, and interpreting her employers' wishes

to Italian gardeners and electricians. Needless to say, there was sometimes a hitch, and Miss Baldrige does not hesitate to tell the funny and embarrassing incidents. She tells too, with admiration and love, of the remarkable Mrs. Luce, of whom an Italian journalist said, "It is impossible that a woman can look so well wearing either a briefcase or a strapless evening gown." With what little time she had to herself, Tish enjoyed a luxurious apartment of her own, stimulating friendships with the young Roman intelligentsia, and an occasional jaunt to the mountains or seaside. "To me it was all wonderful, all glamorous, all exciting. I was no Roman princess, but I was living like a queen."

1. Powdered Hair

Of Carriages and Kings, by Frederick Gorst

Give a brief account of the author's family background and early years.

Describe in detail his duties and experiences in one or two of his positions, briefly filling in the steps in his training. Tell about some of his employers and colleagues.

Describe Welbeck Abbey, the organization of the staff, the status of the various employees; tell about the Christmas Ball for staff and pensioners.

Describe one or two of the royal functions at which he served; give details about table-settings, food, and the procedure in serving; describe the guests, their clothes and jewelry.

Tell the author's impressions of King Edward.

Tell the incidents leading to the author's decision to resign and go to America.

Additional Reading:

The Story of Buckingham Palace, by M. D. Peacocke

The Edwardians, by V. M. Sackville-West

2. Protocol

Roman Candle, by Letitia Baldrige

Give a brief biographical sketch of the author.

Describe the Luces and the Ambassador's career in Italy. Tell what the author and other people thought of Mrs. Luce.

Describe the Villa Taverna, including gardens, catacombs, and art treasures.

Describe the preparations for a dinner party, mention the difficulties that sometimes arose, describe the party.

Tell about some of the visitors to the Embassy, official and unofficial, and the services and attentions they required.

Give some of the author's impressions of Italy and the Italians.

Additional Reading:

SPQR, by Paul Hyde Bonner

Au Clare de Luce, by Faye Henle

The Ambassadors, by Henry James

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